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his own shame had changed places. Still, we must recollect the times. Henry's wildness would hardly be blamed then; full bloods will sow their wild oats. His escapades were only skin deep; at a touch, the call of war, he changed. He was not passion's slave; he had his father's self-control; gallant and wise, he won." As Shakespeare makes the gallant figure move through his plays, so does Scott employ a glorified Coeur-de-Leon in "Ivanhoe," crediting him with an anxiety for England's welfare which it would be difficult to justify from history, and consistently overlooking his known weak points. The greater writer shows the truer portraiture. Probably Mr. Maurice Hewlett has come nearer to the real thing than Scott, in his book significantly entitled "Richard Yea-and-Nay." This volume contains a vivid picture of the man who would and would not; whose undertakings were chiefly, as Professor Henderson points out, splendid failures; who was capable of meanness and revenge, as well as of fine generosity—so that Mr. Hewlett suggests the leopard rather than the lion as his type. The modern child is apt to be told that he was a good man but a bad King, and this rough distinction is fairly accurate. Certainly he was the latter; and probably he was the former, according to his lights. "We must recollect the times." Richard, like Henry in later years, pushed his rights to the utmost limits; but both of them, in the lecturer's vivid phrase—"played the game;" and they stand out across the ages as figures not less human and engaging than heroic.

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Mr. B. H. Moore has been appointed registrar to the Port Pirie School of Mines. Mr. Moore is a Bachelor of Science of the Adelaide University in the mining and metallurgy course. He also holds the diploma of mining and metallurgy at the Adelaide University, as well as a fellowship of the South Australian School of Mines. At present Mr. Moore holds the position of lecturer in mathematics at Kalgoorlie, under the Western Australian Government. He is expected to take up his new duties in August next. His predecessor (Mr. J. Lewis Byrne, M.A.) will leave Port Pirie next month to fill a position on the staff of St. Stephen's College, Hongkong, a recently formed institution for boarding and educating the sons of Chinese gentlemen.

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TATE MEMORIAL MEDAL.
The Tate memorial medal for the best original work on geology, paleontology, or mineralogy, open to competition in the Commonwealth of Australia has been awarded by the examiner, Professor Gregory, of the Melbourne University, to Mr. H. W. Gartrell, of Adelaide. The medal has been presented by a subscription fund in memory of the late Professor Tate, of the Adelaide University. The successful competitor is a graduate of the Adelaide University, where he concluded his B.A. and B.Sc. courses last year. The subject of his essay was Port Victor granite.

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The following appointments have been made in connection with the Adelaide Hospital:—Drs. B. Poulton and W. A. Giles to be honorary surgeons; Drs. J. C. Verco, W. T. Hayward, and F. W. Niesche to be honorary physicians; Dr. M. J. Symons to be honorary ophthalmic surgeon; Professor A. Watson to be honorary pathologist; Dr. W. R. Cavenagh-Mainwaring to be honorary assistant surgeon; Drs. H. Swift and A. A. Hamilton to be honorary assistant physicians; Misses Sarah H. Grey and May Morris to be probationers; and Mr. J. M. Williams fireman.

UNIVERSITY ALLIANCE

THE CONFERENCE OPENED.

LONDON, July 10.

The conference of delegates of the British and colonial Universities was held in the Rommi Hall of the Royal Society, Burlington House, yesterday, when all the British and most of the colonial Universities were represented.

Professors Gurney, Scott, and Threlfall represented New South Wales; Professors Horace Lamb, formerly professor of mathematics, University of Adelaide, Thomas Hudson Beare, Regius professor of engineering, Edinburgh University, who gained the South Australian Scholarship in 1880, and the Rev. Dr. Paton, South Australia; and Dr. Bamford, New Zealand.

The Right Hon. James Bryce, who presided, said it was desirable that all British Universities should increase their efficiency by combination and specialisation. One of the functions of the Imperial Council would be to help the colonial Universities to raise their standard of teaching and research, and secure a more complete equipment. It was desirable to improve the means for the interchange of students, thus helping to create a common public opinion among the British people.

The Rev. F. H. Chase, D.D., vice-president of the University of Cambridge, moved, and Mr. William Peterson, Vice-Chancellor of the McGill University, Montreal, Canada, seconded a resolution, stating that it was desirable to establish such relations between the principal Universities of the Empire, as to secure special or local advantages for study, and particularly for post-graduate research for students throughout the Empire.

Lord Kelvin, president of the Royal Society of Edinburgh, declared that it was necessary to make British Universities attractive to colonial students, in order to combat the rivalry of German and French Universities.

Sir Henry Roscoe, Vice-Chancellor of the University of London; Sir Oliver Lodge, principal of the University of Birmingham; and Sir Arthur Rucker, principal of the University of London, supported the resolution.

Professor Gurney, on behalf of the University of Sydney, heartily supported the movement, and expressed himself hopeful with regard to the outcome. He also mentioned the good work already done by Dr. Elliot Smith.

The resolution was carried unanimously. Professor Thomas Herbert Warren, president of St. Mary Magdalen College, Oxford, moved the appointment of a council, consisting of part of the representatives of British and colonial Universities, to promote the objects desired, and that a committee, comprising Lord Kelvin, Lord Strathcona, (High Commissioner for the Dominion of Canada), the Right Hon. James Bryce, the Right Hon. R. B. Haldane, Sir William Huggins, Sir Michael Foster, Sir Oliver Rudge, Sir Arthur Rucker, Professor J. P. Mahaffy, Professor Warren, the Rev. F. H. Chase, the Hon. W. P. Reeves, and Sir Gilbert Parker be entrusted to arrange the constitution of the council.

Professor Threlfall seconded the motion, which was carried unanimously.

THE UNIVERSITY AND GEOMETRICAL TEACHING.

To the Editor.

Sir—In the past, in the curriculum of the secondary schools, the teaching of Euclid and the working of geometrical deductions have formed an important factor, and the educational advantages, outside of the pressing demands of the subject for examinations, have been fully recognised; but the trend of opinion in England points to the fact that the old Euclidean methods are doomed, and their place is to be taken by geometry of a more modern type, allied with experimental work. "Geometrical teaching," writes a competent English authority, "has been enveloped in a state of unrest. It may even be said to have passed through a period of chaos, from which it has emerged in a new and unknown shape." The new methods suggested make it imperative that there shall be a definite course of training in experimental work; but there seems very little unanimity of opinion as to whether these systems of instruction should be contemporaneous, or whether one should precede the other, and which should be taken first. Now the University is recommending in its syllabus that the new geometrical methods shall be represented by primary and junior candidates next year. One cannot but pay a passing compliment to the authorities for their desire to keep abreast of the latest educational advances; but is there not always a danger of going just a little too fast in the direction of suggested reforms? Have the English public schools generally adopted the new methods? I cannot find that they have done so. A still more vital point is—Have we got the right text-book to place in the hands of next year's candidates? The one recommended is Baker and Bourne's "Elementary Geometry," and I note in one of the leading educational journals a criticism of this work which is by no means favourable. The chief objections there made may be summarized as follows:—(a) Various unnecessary assumptions are tacitly made; (b) the style in which the demonstrations are expressed is more like that expected from university undergraduates than what is natural or even intelligible to young boys; (c) the authors expressly say that the problems are intended to form a practical course; yet they hardly give a single construction as it would appear on a practical draughtsman's paper; (d) the chapter on graphs is meagre in the extreme; there is only one figure, and this merely illustrates the definitions of "ordinate" and "abscissa." If these objections are valid, and I have not yet seen them controverted, the University examiners are acting prematurely, if nothing worse, in rushing into the proposed geometrical methods before they have passed through the ordeal of a fair trial and a searching criticism in England. In this state, where so many of the secondary schools are—also, too feverishly—occupied in "making bricks" for University task masters, it is imperative that no false step shall be made; and I therefore hope that this letter may lead to the expression of the opinions of those who are very directly interested in the proposed change in the geometrical syllabus—viz., those who are engaged in its teaching for the various University examinations.

I am, Sir, &c.,
AXIOM.

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ALLIED UNIVERSITIES.

A MEMORABLE BANQUET.

London, July 11.

In connection with the conference of graduates and undergraduates of the allied British and colonial universities, a banquet was held on Friday evening at the Hotel Cecil. There was a brilliant and representative gathering of 450 gentlemen, including many distinguished scholars, scientists, clergymen, politicians, and the Agents-General of Australasia and other colonies.

Mr. Balfour, the Premier, presided, and in proposing the toast of "The overseas British universities," he said that the movement they were celebrating was directed to the development of a great alliance of the greatest educational instruments possessed by the empire. The motherland had abundant reason to be proud of the overseas universities, and she ought to rejoice that her younger children were adopting her educational ideals. (Cheers.) He hoped for remarkable progress in post-graduate research, and that as the result of sowing the seed for greater things, they would further advance the causes of sound learning and sound patriotism. (Cheers.)

Professor Richard Threlfall (of the Sydney University), whose name was coupled with the toast, said he looked for beneficent results from a commingling of the scholars of the empire. Only ignorance could separate the motherland from the colonies. Ignorance was the principal cause of the war with the American colonies in the eighteenth century, which led to their severing the ties which bound them to England. The recent terrible war in South Africa must also be attributed to lack of knowledge.

The Rev. H. M. Butler, D.D. (Master of Trinity College, Cambridge), described the movement for a British universities' alliance as the first stone in an academic federation. He hoped that young men from the colonies would attend the older seats of learning in ever-increasing numbers. He was sure they would receive a warm welcome.

The Rev. J. P. Mahaffy, D.D. (Registrar of the University of Dublin) said that if another conference were held two years hence the capital city of Ireland would be glad to have the delegates there.